

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

New Designs Charter School

Paul Okaiteye, CEO

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(213) 765-0130

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

New Designs Charter School was founded in 2003 with the goal of developing an exemplary school offering high-quality, college-preparatory education to prepare students to succeed in a global, diverse, and technology-rich society. The school prepares students for post-secondary academic and career opportunities through excellent professional development for teachers; by encouraging the use of evidence-based teaching strategies in the classrooms; and by providing a curriculum that has enrichment and intervention programs for all students. Both middle and high school students are exposed to a wide-ranging curriculum. In high school, students choose among four career pathways in the areas of medicine, law, technology, finance and engineering. The school is also cementing a data driven culture that seeks to respond, and address felt needs in the school community in all areas covering academic, social-emotional, cultural and safety concerns.

New Designs serves a diverse community located in the University Park area in South Los Angeles. This is a historically underserved area with a median household income significantly below the state average, a poverty rate of 19% with 89% of the population living in rental residencies. Over the years, the school's enrollment has consistently mimicked the demographic changes taking place in the community served.

Currently our student demographics include: 88% Hispanic, 11% African-American, 9% Students with Disabilities (SWD), 15% English Learners, 0.2% Foster Youth; 0.2% Homeless Youth, and 84% who qualify for free/reduced lunch.

The school serves 6th to 12th grade students drawn from surrounding elementary, middle and high schools. In the era of the API score the school consistently improved upon its score, which improvement trend has continued in the CAASPP era where the school has improved on its previous year's achievement performance. Notably, New Designs has, consistently since its inception, had 100% of its graduating seniors meet or exceed the A-G requirements for admission to UC/CSU.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

New Designs Charter School is deeply committed to continue with the same goals, but hold everyone at the school accountable for analyzing student data and using the data to drive instruction.

Our newly revised LCAP goals are as follows:

**GOAL #1:** Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SST to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the school's mission and goals.

**GOAL #2:** Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.

**GOAL #3:** Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

New Designs Charter School is proud of its “Blue” performance category for the Suspension Rate & CCI Indicator on the Fall 2018 CA Dashboard.

FALL 2018 CA DASHBOARD: NEW DESIGNS CHARTER SCHOOL						
	CHRONIC ABSENTEEISM	SUSPENSION RATE	GRADUATION RATE	CCI	ELA	MATH
ALL STUDENTS	ORANGE	BLUE	ORANGE	BLUE	YELLOW	ORANGE
ENGLISH LEARNERS	GREEN	GREEN	--		YELLOW	RED
SOC. ECON DISADV.	ORANGE	BLUE	ORANGE	GREEN	ORANGE	ORANGE
SWD	--	BLUE	--	--	--	--
AFRICAN AMERICAN	GREEN	BLUE	--	--	ORANGE	ORANGE
HISPANIC	ORANGE	BLUE	ORANGE	GREEN	YELLOW	ORANGE

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

New Designs Charter School received an “Orange” Performance Category for the Chronic Absenteeism, Graduation Rate and Math State Indicator; and a Yellow” for ELA. As a result our school will implement the following:

- Implement iReady ELA & Math Assessments: grades 6-8; Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA), PowerSchool Internal Assessments, PSAT and SAT/ACT (Goal 1, Action 3).
- Academic Intervention: 2 Intervention Teachers that will teach ELA and Math Intervention courses daily for 1.5 hour each for grades 6-8 (ACE Courses). Goal 1, Action 4)

- Student access to academic intervention programs: iReady, Achieve 3000, Study Island, Cyberhigh Online Credit Recovery Program. In addition, a Summer Program will be offered. After-school tutoring will be offered to middle school students who are credit deficient. Through the Extended learning Academy – students will have access to before/after school tutoring; and Saturday Academy (Goal 1, Action 4).
- All incoming 6<sup>th</sup> and 9<sup>th</sup> grade students will participate in the Summer Bridge Program where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will need at the start of the school year. (Goal 1, Action 4)
- The Assistant Principal of the Middle School will focus on: School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice. (Goal 1, Action 5)
- The High School Dean will focus on School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice. The (2) Counselors (MS/HS) will provide academic, and social/emotional counseling; and implement/deliver the SEL Curricular focus for Advisory. The Advisory curriculum will be revised and all students will be enrolled in an Advisory course. (Goal 1, Action 5)
- College/Career Readiness: In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include: AP Examinations (fee waiver); CTE Pathway course: Law & Diplomacy, Information Technology: Finance Academy; Medical Science & Engineering; Partnership with LA Trade Tech to provide Medical Technology course; SAT/ACT Workshops; Naviance Career Planning; and CAASPP Test Prep Academy. (Goal 1, Action 6)
- Professional Development – SEL Curriculum adoption; Math Coach from LACOE; SPED training; and Principal Coaching from LACOE. (Goal 2, Action 1)
- The ELD Coordinator will coach teachers on ELD standards, teach Designated ELD, and provide small group instruction for EL (push-in, pull out). The EL Coordinator Assistant will administer the ELPAC assessment and provide targeted support and intervention. Teachers will use Springboard ELD Curriculum. (Goal 2, Action 2)
- Technology – implementation of 1:1 Student to device ratio. (Goal 2, Action 4)

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

While no student group was 2+ performance level below the “all student” the Chronic Absenteeism, Graduation, ELA and Math state indicators received Orange/Red performance levels, similar to the “all student.” Therefore the following actions/services will be implemented:

- Implement iReady ELA & Math Assessments: grades 6-8; Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA), PowerSchool Internal Assessments, PSAT and SAT/ACT (Goal 1, Action 3).
- Academic Intervention: 2 Intervention Teachers that will teach ELA and Math Intervention courses daily for 1.5 hour each for grades 6-8 (ACE Courses). Goal 1, Action 4)
- Student access to academic intervention programs: iReady, Achieve 3000, Study Island, Cyberhigh Online Credit Recovery Program. In addition, a Summer Program will be offered. After-school tutoring will be offered to middle school students who are credit deficient. Through the Extended learning Academy – students will have access to before/after school tutoring; and Saturday Academy (Goal 1, Action 4).
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- Technology – implementation of 1:1 Student to device ratio. (Goal 2, Action 4)

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

# Annual Update

LCAP Year Reviewed: 2018-19

## Goal 1

Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SST to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the school’s mission and goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7

Local Priorities: 7

## Annual Measurable Outcomes

Expected

Annual Growth on ELA CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8: -22.6 points below DFL3

Actual

SPRING 2018 ELA CAASPP MEAN SS	
	DFS
ALL STUDENTS	-9.6
ENGLISH LEARNERS	-41.4
SOC. ECON DISADV.	-11.2
SWD	-86
AFRICAN AMERICAN	-18.7
HISPANIC	-7.9

Expected

Actual

**Annual Growth on Math CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8: -53.2 points below DFL3**

SPRING 2018 MATH CAASPP MEAN SS	
	DFS
ALL STUDENTS	-65
ENGLISH LEARNERS	-98.4
SOC. ECON DISADV.	-64.4
SWD	-157.1
AFRICAN AMERICAN	-70.9
HISPANIC	-64.1

**% of students who meet UC A-G: 100%**

2017-18:100%

**% of students who complete CTE Pathway: 100%**

2017-18: 61.4%

**% of EL who progress in English proficiency as measured by ELPAC**

2017-18: 33.7%

**EL Reclassification Rate as measured by ELPAC**

2017-18:13.7% CELDT  
2018-19: 26.2% ELPAC

**% of students that pass AP exams with a score of 3+: 10%**

2017-18: 43%

**% of Grade 11 students who are "Prepared" as measured by ELA EAP: 8%**

2017-18: 13%

**% of Grade 11 students who are "Prepared" as measured by Math EAP: 6%**

2017-18: 11%

**Maintain attendance rate >95%:**

2017-18: 94.4%



Expected

Actual

**Annually decrease Chronic Absenteeism rates to 11%**

2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	904	80	8.8%
AFRICAN-AMERICAN	100	10	10.0%
HISPANIC	788	67	8.5%
EL	174	16	9.2%
SOC. ECON DISADV.	872	74	8.5%
SWD	62	7	11.3%

**Decrease Middle School dropout rates to <1%**

2017-18: 0%

**Decrease High School dropout rates to <2%**

2017-18: 18.6%

**Maintain High School graduation rates: 95%**

2017-18: 81.4%

**% Students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study: 100%**

2018-19: 100% - verified by Principal & counselor with the master schedule and student schedules.

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																				
<p><b><u>STAFF TO SUPPORT SCHOOL'S BASE PROGRAM</u></b></p> <p>New Design Charter School will employ <b>27 appropriately credentialed teachers</b> and a <b>School Director/Principal</b> as part of the school's base program</p>	<p><b><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></b></p> <p>New Designs Charter School employed a total of <b>25 teachers</b> that were appropriately credentialed and assigned and <b>Principal</b>.</p> <p>New Designs Charter School provides a longer school year, and instructional minutes that exceed CA State Requirements as outlined in the following chart.</p> <table border="1"> <thead> <tr> <th colspan="4">INSTRUCTIONAL MINUTES/DAYS</th></tr> <tr> <th></th><th>DAYS</th><th>6-8</th><th>9-12</th></tr> </thead> <tbody> <tr> <td>CA REQUIREMENT</td><td>175</td><td>54,000</td><td>64,800</td></tr> <tr> <td>NEW DESIGNS</td><td>180</td><td>67,200</td><td>67,200</td></tr> <tr> <td>DIFFERENCE</td><td>+5</td><td>+13,200</td><td>+2,400</td></tr> </tbody> </table> <p>New Designs Charter School provides all students with 180 days of instruction that includes: 13,200 additional instructional minutes for grades 6-8; and 2,400 for grades 9-12 that exceed the CA state requirement.</p>	INSTRUCTIONAL MINUTES/DAYS					DAYS	6-8	9-12	CA REQUIREMENT	175	54,000	64,800	NEW DESIGNS	180	67,200	67,200	DIFFERENCE	+5	+13,200	+2,400	<p>\$2,784,708</p> <p>LCFF Base</p> <p>1000, 2000, 3000</p>	<p>\$1,927,350</p> <p>LCFF Base \$1,373,730</p> <p>LCFF S&amp;C \$653,620</p> <p>1000, 2000, 3000</p>
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Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

In addition, our teachers participated in 6 days of intensive Summer Professional Development; 4 non-instructional during the academic year; and bi-weekly professional development.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SERVICES &amp; PROGRAM TO SERVICE SPED STUDENTS:</u></b></p> <p>LAUSD: Option 2</p> <p>New Design's SPED Team: will provide instructional and social emotional supports as outlined in the student's IEP. Our staffing will include but is not limited to:</p> <ul style="list-style-type: none"> <li>• <b>2 RSP Teachers</b></li> <li>• <b>4 Instructional Assistants</b></li> <li>• <b>Contracted services: Psychologist, PT/OT, etc.</b></li> </ul>	<p><b><u>STAFFING, SERVICES &amp; PROGRAM TO SERVICE STUDENTS W/DISABILITIES (SWD):</u></b></p> <p>New Designs Charter School is part of the Option 2 as LAUSD SELPA provider. Our SPED Director trains our SPED Team; identifies our program's strengths, areas of need, and analyze multiple forms of student data to ensure appropriate services are provided including counseling services that emphasizes the students' strengths, social-emotional and/or behavioral needs. Our <b>SPED Team (SPED Director, RSP Teachers, Psychologist, Paraprofessionals, Contracted Services, etc.)</b> includes staff that supports our student's needs and those services outlined in their IEP. Our SWD also have access to all intervention programs as outlined in Goal 1, Action 3.</p> <p>The role our SPED Director includes developing, implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines.</p>	<p>\$295,802</p> <p>SPED</p> <p>5800</p>	<p>\$818,070</p> <p>SPED - \$639,031</p> <p>BASE -\$179,039</p> <p>5800</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ASSESSMENTS</u></b></p> <p>New Designs Charter School staff will implement multiple types of assessments, in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> <li>• Interim Comprehensive Assessments (ICA)</li> <li>• Interim Assessment Blocks (IAB)</li> <li>• iReady ELA &amp; Math: Grades 6-8</li> <li>• <b>PSAT: Grade 10</b></li> <li>• <b>SAT/ACT: Grade 11</b></li> <li>• <b>Illuminate Benchmark Assessments</b></li> </ul> <p>In addition, New Designs Charter School will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• ELPAC: Initial &amp; Summative for ELL</li> <li>• CAASPP: ELA &amp; Math – Gr 6-8, 11 (EAP)</li> <li>• CA Science Test: Grades 8 &amp; HS</li> <li>• Physical Fitness Test (PFT): Gr. 7 &amp; 9</li> </ul>	<p><b><u>ASSESSMENTS:</u></b></p> <p>New Designs Charter School implemented multiple forms of assessment to monitor and track student progress, used to identify students for academic intervention, and inform instruction. They include:</p> <ul style="list-style-type: none"> <li>• Interim Comprehensive Assessments (ICA): 3 times/year</li> <li>• Interim Assessment Blocks (IAB)</li> <li>• <b>iReady ELA &amp; Math: Grades 6-8</b></li> <li>• <b>PSAT: Grade 10</b></li> <li>• <b>SAT/ACT: Grade 11</b></li> <li>• State-mandated assessments: <ul style="list-style-type: none"> <li>✓ CAASPP ELA &amp; Math: Gr 6-8, &amp; 11</li> <li>✓ ELPAC: Summative &amp; Initial for ELL</li> <li>✓ CA Science Test (CAST): Gr, 5, 8, HS</li> <li>✓ Fitnessgram: 5, 7, 9</li> </ul> </li> </ul>	<p>\$15,000</p> <p>LCFF Base</p> <p>4000</p>	<p>\$66,169</p> <p>LCFF Base \$1,856</p> <p>Title I \$64,313</p> <p>4000</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></b></p> <p>New Designs Charter School academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students. The <b>Instructional Coach's</b>, primary role is to provide all teachers with instructional coaching on the use of various pedagogical strategies including differentiation and using data to inform instruction. All teachers are observed and provided feedback on a weekly basis to ensure strategies taught during professional development are implemented in the classroom.</p> <p>During the instructional day, our middle school students will be enrolled in <b>ACE</b>, a 1-hour ELA and 1-hour Math intervention course, taught by a credentialed teacher, and <b>(2) Intervention Assistants</b>. Students will have access to the following</p>	<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></b></p> <p>New Designs Charter School – Watts academic interventions were aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students.</p> <p>The <b>Instructional Coach</b> collaborated with teachers in designing instruction that meets the needs of all students. Multiple evidence-based instructional strategies/processes were shared with teachers. This process included classroom observations, feedback as part of the cycle of improvement.</p> <p>During the instructional day, our middle school students were enrolled in <b>ACE</b>, a 1-hour ELA and 1-hour Math intervention course, taught by a credentialed teacher.</p> <p>Additional academic interventions this year included:</p>	<p>\$180,000 LCFF S&amp;C 2000, 4000</p>	<p>\$467,726 LCFF S&amp;C \$134,145 Title-1 \$333,581 2000, 4000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>intervention programs:</p> <ul style="list-style-type: none"> <li>• <b>iReady (subscription):</b> Grades 6-8</li> <li>• <b>Achieve 3000</b></li> <li>• <b>Study Island (subscription):</b> Grades 6-12</li> <li>• <b>Edge curriculum: HS</b></li> <li>• <b>CyberHigh Online Credit Recovery Program (licenses)</b> for credit deficient students.</li> <li>• <b>Intersession:</b> (winter) for middle school students who are credit deficient</li> </ul> <p>New Designs Charter School will provide an <b>Extended Learning Academy</b> that provides struggling students with tutoring before and after school. <b>Saturday Academy</b> provides targeted academic support for 4 hours in ELA and Math.</p> <p>All students will be enrolled in an <b>Advisory Course</b>:</p> <ul style="list-style-type: none"> <li>• For MS: provides students with study and test taking skills, Habits of Mind, Individualized Learning Plan,</li> </ul>	<ul style="list-style-type: none"> <li>• iReady (subscription): Grades 6-8</li> <li>• <b>Achieve 3000</b></li> <li>• <b>Study Island (subscription):</b> Gr 6-12</li> <li>• <b>CyberHigh Online Credit Recovery Program (licenses)</b> for credit deficient students.</li> <li>• <b>After-school tutoring</b> specifically for middle &amp; high school students who are credit deficient</li> <li>• <b>Summer School</b> for Core Classes (Math, ELA, Science and Social Studies)</li> <li>• <b>Early College</b> Courses through Los Angeles Southwest College: students can earn up to 30 college credits by the time they graduate from HS (Political Science, Music, Art</li> </ul> <p>New Designs Charter School offered its students with access to an <b>Extended Learning Academy</b> that provided struggling students with tutoring before and after school. In addition, <b>Saturday Academy</b> provided targeted academic support for 4 hours in ELA and Math across all grade</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>IAB/ICA, and develop learning goals</p> <ul style="list-style-type: none"> <li>For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance/family connections, etc.</li> </ul> <p>All incoming <b>6<sup>th</sup> and 9<sup>th</sup> grade students</b> will participate in <b>Summer Bridge Program</b> where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will need at the start of the school year.</p>	<p>levels.</p> <p>All students will be enrolled in an <b>Advisory Course</b> that meets twice per week for 30 minutes each:</p> <ul style="list-style-type: none"> <li>For MS: provided students with study and test taking skills, Habits of Mind, Individualized Learning Plan, IAB/ICA, and developed learning goals</li> <li>For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance/family connections, etc.</li> </ul> <p>All incoming <b>6<sup>th</sup> and 9<sup>th</sup> grade students</b> participated in <b>Summer Bridge Program</b> where students were administered diagnostic assessments in reading, writing, and mathematics, and received 4 hours of daily instruction (4 days/week) to prepare them for the rigorous academic program and expectations at our school. Summer Bridge was provided students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provided our instructional staff with rich data on the</p>		



Planned  
Actions/Services

Actual  
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Expenditures

Estimated Actual  
Expenditures

types of support the students would need  
at the start of the school year.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></b></p> <p>Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of Positive Behavior Intervention Support (PBIS), an alternatives to suspension to improve school climate, behavior, and reduce suspension rates. We are currently researching various types of <b>social-emotional universal screeners</b> for adoption.</p> <p>The <b>Assistant Principal of the Middle School</b> is in charge of School Safety, truancy, chronic absenteeism, PBIS, Alternatives to Suspension, and Restorative Justice.</p> <p>The <b>(2) Deans (MS/HS)</b> are in charge of School Safety, truancy, chronic</p>	<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></b></p> <p>Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of Positive Behavior Intervention Support (PBIS), an alternatives to suspension to improve school climate, behavior, and reduce suspension rates.</p> <p>The <b>Assistant Principal of the Middle School</b> and <b>Dean of the High School</b>, were in charge of School Safety, truancy, chronic absenteeism, attendance, PBIS, Alternatives to Suspension, and Restorative Justice.</p> <p>The <b>(2) Counselors (MS/HS)</b> will provided academic, and social/emotional counseling.</p> <p>New Designs Charter School has adopted</p>	<p>\$330,000 LCFF S&amp;C 1000, 2000</p>	<p>\$354,166 LCFF S&amp;C 1000, 2000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>absenteeism, Alternatives to Suspension. The <b>(2) Counselors (MS/HS)</b> will provide academic, and social/emotional counseling.</p> <p>New Designs Charter School has adopted LAUSD's PBIS Program and the school's PBIS team receives ongoing training.</p> <p>The school's character education program is embedded in the Advisory course. <b>A thousand joys</b> will provide trauma informed practices training for students and staff.</p>	<p>LAUSD's PBIS Program and the school's PBIS team receives ongoing training.</p> <p><b>A thousand Joys</b> was implemented during Advisory, which focuses on trauma informed practices.</p>		

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>COURSE ACCESS &amp; COLLEGE/CAREER READINESS:</u></b></p> <p>In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:</p> <ul style="list-style-type: none"> <li>• Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits.</li> <li>• MS Electives: Technology, ACE</li> <li>• UC A-G Approved Courses</li> <li>• AP Courses (AP Fee waivers)</li> <li>• CTE Pathway Courses: <b>Law &amp; Diplomacy; Information Technology; Finance Academy; Medical Science &amp; Engineering</b></li> </ul> <p>In addition, our school will provide students with field trips to colleges/universities, college fairs, <b>SAT/ACT prep workshops</b> and tutoring for high school students and</p>	<p><b><u>COURSE ACCESS &amp; COLLEGE/CAREER READINESS:</u></b></p> <p>In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:</p> <ul style="list-style-type: none"> <li>• <b>Physical Education</b> with a nutrition component to improve student performance on PFT and support healthy eating habits.</li> <li>• MS Electives: <b>Technology, ACE</b></li> <li>• UC A-G Approved Courses</li> <li>• AP Courses (<b>AP Fee waivers</b>)</li> <li>• PSAT, SAT/ACT Costs</li> <li>• CTE Pathway Courses: <ul style="list-style-type: none"> <li>✓ <b>Law &amp; Diplomacy</b></li> <li>✓ <b>Information Technology</b></li> <li>✓ <b>Finance Academy</b></li> <li>✓ <b>Medical Sciences</b></li> </ul> </li> <li>• <b>SAT/ACT Prep Workshops</b> were provided for all students</li> </ul>	<p>\$211, 068</p> <p>LCFF S&amp;C</p> <p>2000</p>	<p>\$600, 515</p> <p>LCFF S&amp;C</p> <p>2000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>purchase subscription/license for Naviance.</p> <p>New Designs Charter School will offer CAASPP Academy at Radisson Hotel, which provides 2-day test reviews for MS and grade 11 students.</p>	<ul style="list-style-type: none"> <li>• <b>Naviance</b> career planning was utilized by all HS students.</li> </ul> <p>CAASPP Academy was provided for all students to reduce student stress; and prepare them for testing</p>		

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>FACILITIES</u></b></p> <p>The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:</p> <ul style="list-style-type: none"> <li>• Facility Site (leasing costs)</li> <li>• Provide maintenance and repairs to ensure a clean and safe facility.</li> <li>• Annually complete a Facility Inspection Tool (FIT) Report</li> <li>• Installation of security cameras, metal detectors, fencing to increase security schoolwide since it detrimentally impacted student attendance in the 2017-18 school year.</li> </ul>	<p><b><u>FACILITIES</u></b></p> <p>New Designs Charter School - Watts strives to provide all students and staff with a safe, clean and well-maintained school site. As a result, the following initiatives took place this year:</p> <ul style="list-style-type: none"> <li>• Facility Inspection Tool (FIT) Report</li> <li>• <b>Maintenance &amp; repairs (ex. HVAC, Plumbing, etc.) Including janitorial services</b></li> <li>• <b>Facility leasing costs</b></li> </ul>	<p>\$1,400,000</p> <p>SB740, LCFF Base</p> <p>4000, 5000</p>	<p>\$2,041,599.</p> <p>SB740, - \$983,265</p> <p>LCFF Base -</p> <p>\$1,058,334</p> <p>4000, 5000</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions & services were implemented with fidelity to achieve Goal #1.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The following chart provides a comparison of the overall Spring 2017 versus Spring 2018 CAASPP Scale Score performance Distance from Standard (DFS) for English Language Arts and Math. For ELA: all student groups improved with the exception of African Americans. For Math: all student groups declined in performance. As noted, for both ELA and Math, all student groups (and schoolwide) performed below standards met. Interventions were significantly improved and targeted this year in order to improve student academic outcomes.

ELA CAASPP SCALE SCORE			MATH CAASPP SCALE SCORE		
	2017 DFS	2018 DFS		2017 DFS	2018 DFS
ALL STUDENTS	-16.9	-9.6	ALL STUDENTS	-60.8	-65
ENGLISH LEARNERS	-46.1	-41.4	ENGLISH LEARNERS	-84.8	-98.4
SOC. ECON DISADV.	-13.9	-11.2	SOC. ECON DISADV.	-58.8	-64.4
SWD	-94.9	-86	SWD	-125.6	-157.1
AFRICAN AMERICAN	-7.1	-18.7	AFRICAN AMERICAN	-61.2	-70.9
HISPANIC	-18.6	-7.9	HISPANIC	-60.5	-64.1

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures include:

- Action 1: 25 teachers rather than 27, because the additional 2 teachers were identified in Action 6
- Action 3: Illuminate was not used this year
- Action 4: There were no Instructional Aides
- Action 5: The school did not employ a Dean for the Middle School

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made.



# Goal 2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 8

Local Priorities: 1, 2

## Annual Measurable Outcomes

Expected	Actual
% of teachers who are appropriately credentialed and assigned: 100%	2018-19: 100%
% of students with access to standards-aligned instructional materials: 100%	2018-19: 100% - verified by Principal via curriculum inventory, classroom sets, and during classroom observations.
Facility Inspection Tool (FIT) Score: Good	2018-19: Good

Expected

Actual

Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.

OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS	
	2018-19
ELA	3
ELD	2
MATH	2
NGSS	1
HISTORY	1
CTE	2
HEALTH	4
PHYSICAL ED.	3
VAPA	4
WORLD LANG.	4

Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT to 42%

2017-18: Results not reported to CDE

Increase % of Grade 9 students who meet all 6 areas in the HFZ on the PFT to 50%

2017-18: 28%

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <p>New Designs Charter School will provide all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Topics of focus will include:</p> <ul style="list-style-type: none"> <li>• Marzano observation DQ2, DQ9</li> <li>• Use of Academic Language</li> <li>• Classroom Management</li> <li>• Interim Assessment (IAB's)</li> <li>• Use of technology in the classroom</li> <li>• Diversity and Inclusion</li> <li>• Using and applying the Renaissance and Data Directives</li> <li>• Data Driven Instruction: Analyzing Student's Data for instruction</li> <li>• Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction</li> </ul>	<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <p>New Designs Charter School provided all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Areas of focus included:</p> <ul style="list-style-type: none"> <li>• Marzano observation DQ2, DQ9</li> <li>• Use of Academic Language</li> <li>• Classroom Management</li> <li>• Interim Assessment (IAB's)</li> <li>• Use of technology in the classroom</li> <li>• Diversity and Inclusion</li> <li>• Using and applying Data Analysis</li> <li>• Data Driven Instruction: Analyzing Student's Data for instruction</li> <li>• Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction</li> <li>• Universal Design for Learning: Differentiated Instruction</li> <li>• Use of Differentiated Instruction, Activities and the use of Centers</li> <li>• Teacher Collaboration: Examining Student work to inform instruction.</li> </ul>	<p>\$82,655</p> <p>LCFF S&amp;C</p> <p>5000</p>	<p>\$24,900</p> <p>LCFF S&amp;C \$3,900</p> <p>T-II \$21,000</p> <p>5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Universal Design for Learning: Differentiated Instruction</li> <li>• Use of Differentiated Instruction, Activities and the use of Centers</li> <li>• Teacher Collaboration: Examining Student work to inform instruction.</li> </ul> <p>In addition, our teachers will receive 6 days of summer professional development; 4 non-instructional days during the academic year; and biweekly during the academic year.</p>	<ul style="list-style-type: none"> <li>• <b>PBIS: LACOE</b></li> <li>• <b>Consultant:</b> Focus on increasing student engagement; classroom walkthroughs (with Administration)</li> <li>• <b>Induction Expenses</b></li> </ul> <p>In addition, our teachers participated in 6 days of summer professional development; 4 non-instructional days during the academic year; and biweekly during the academic year.</p> <p>Our teachers and administrative team will also attend workshops and/or conferences that include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• <b>New Designs Onboarding</b></li> <li>• <b>CAASPP Institute</b></li> <li>• <b>CAST Academy</b></li> <li>• <b>AP Summer Institute</b></li> <li>• <b>Springboard workshops</b></li> <li>• <b>ERWC</b></li> <li>• <b>Stipends</b> were provided for Department Heads to assist in leading schoolwide initiatives and participate in Leadership Team meetings.</li> </ul>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ELD PROGRAM</u></b></p> <p>New Designs Charter School will adhere to its EL Master Plan. Our teachers will utilize Achieve 3000 during designated ELD, and intervention. The <b>EL Coordinator</b> and <b>EL Coordinator Assistant</b> will administer the ELPAC assessment, and provide targeted instruction for EL. Teachers will use Springboard ELD Component curriculum.</p>	<p><b><u>ELD PROGRAM</u></b></p> <p>New Designs Charter School – Watts adhered to its EL Master Plan. Our teachers utilized Achieve 3000, and <b>EDGE ELD</b> Curriculum during designated ELD, and intervention. The <b>EL Coordinator</b> (credentialed teacher) coaches our teachers on the ELD standards, teaches Designated ELD, administers the ELPAC and reclassifies EL students according to the school’s Reclassification criteria/policy. The <b>EL Assistant</b> provided targeted academic support for EL/LtEL students.</p>	<p>\$129,500</p> <p>LCFF S&amp;C</p> <p>1000, 2000</p>	<p>\$128,721</p> <p>LCFF S&amp;C</p> <p>1000, 2000</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>CORE CURRICULUM TO BE PURCHASED</u></b></p> <p>Every student has access to standards-aligned curriculum. New Designs Charter School will purchase the following core curriculum and/or instructional materials:</p> <ul style="list-style-type: none"> <li>• Springboard consumables for MS in ELA and Math</li> </ul>	<p><b><u>CORE CURRICULUM TO BE PURCHASED</u></b></p> <p>At New Designs Charter School, every student has access to standards-aligned curriculum as verified by our curricular inventory and classroom sets disseminated to student by the teacher. This year, purchases included:</p> <ul style="list-style-type: none"> <li>• <b>Science instructional materials</b></li> <li>• <b>History curriculum</b></li> <li>• <b>Springboard consumables for ELA &amp; math for MS &amp; HS</b></li> </ul>	<p>\$27,725</p> <p>LCFF Base</p> <p>4000</p>	<p>\$91,600</p> <p>LCFF Base</p> <p>4000</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>TECHNOLOGY</u></b></p> <p>New Designs Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Informational Technology Coordinator and IT Assistant will conduct a needs assessment based on staff and student needs, and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Chromebooks (replacement) &amp; Mobile cart</li> <li>• Projectors</li> <li>• Desktop computers</li> <li>• Headsets/head phones</li> <li>• Tablets for grade 11</li> <li>• IT equipment</li> </ul>	<p><b><u>TECHNOLOGY</u></b></p> <p>New Designs Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Informational <b>Technology Coordinator</b> and <b>IT Assistant</b> conducted a needs assessment based on staff and student needs, and provided all tech support and maintenance. Purchases this year included:</p> <ul style="list-style-type: none"> <li>• <b>Chromebooks (replacement) &amp; Mobile cart</b></li> <li>• <b>Projectors</b></li> <li>• <b>Desktop computers</b></li> <li>• <b>Headsets/head phones</b></li> <li>• Tablets for grade 11 (no cost)</li> <li>• <b>IT equipment</b></li> </ul>	<p>\$165,421</p> <p>LCFF S&amp;C</p> <p>4000</p>	<p>\$153,806</p> <p>LCFF S&amp;C</p> <p>4000</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, STRATEGIES, PROGRAMS &amp; ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:</u></b></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ul style="list-style-type: none"> <li>• <b>Field trips aligned to the content</b></li> <li>• <b>Student Council for MS/HS</b></li> <li>• <b>CIF Sports Program: Led by the Athletics Director</b> - Basketball, Track, Volleyball, Football, Soccer, &amp; Softball.</li> <li>• <b>Clubs/Organizations:</b> Debate, robotics, cheer,</li> <li>• <b>Learning Celebrations</b> which include- Student of the Week; Student of the Month; Honors Induction Ceremony and End of the Year Celebration</li> </ul>	<p><b><u>STAFFING, STRATEGIES, PROGRAMS &amp; ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:</u></b></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will implemented the following:</p> <ul style="list-style-type: none"> <li>• <b>Field trips aligned to the content</b></li> <li>• <b>Student Council for MS/HS</b></li> <li>• <b>CIF Sports Program: Led by the Athletics Director</b> - Basketball, Track, Football, Soccer, &amp; Softball. In order to participate students are required to maintain a 2.5 GPA and not be chronically absent.</li> <li>• <b>Clubs/Organizations:</b> Debate, robotics, cheer</li> <li>• <b>Learning Celebrations</b> which include- Student of the Week; Student of the Month; Honors Induction Ceremony and End of the Year Celebration</li> <li>• <b>Competitions:</b> Debate, Science Olympiad</li> </ul>	<p>\$31,675</p> <p>LCFF S &amp; C</p> <p>5000</p>	<p>\$142,535</p> <p>LCFF S &amp; C</p> <p>5000</p>



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented with fidelity to support Goal #2.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our school has implemented PBIS – Alternatives to Suspension to reduced suspension rates but also develop and implement positive discipline practices to improve schoolwide culture. Our teachers participated in a robust professional Development Program which also included an instructional coach to collaborate with teachers to develop more engaging lessons across all disciplines.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures include:

- Action 1: Additional Professional Development and trainings: PBIS (LACOE); Instructional Consultant (contracted); and Induction expenses.
- Action 2: Purchase of Edge ELD Curriculum added
- Action 3: Additional curriculum was purchased for Science & History

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 5 will be eliminated and combined with Goal 3, Action 1 for the 2019-20 LCAP because they are both inter-related.

## Goal 3

Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

### Annual Measurable Outcomes

Expected

Actual

Parent involvement through input in decision-making will include parents of unduplicated students and students with disabilities: Met

2018-19: Met (See Action 2 for details)

Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities: Met

2018-19: Met (See Action 3 for details)

Maintain suspension rates: <2%

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	922	3	3	0.3%	100.0%	0.0%
AFRICAN-AMERICAN	104	0	0	0.0%	0.0%	0.0%
HISPANIC	802	3	3	0.4%	100.0%	0.0%
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SWD	*	*	*	*	*	*

Expected

Actual

**Maintain expulsion rates: <1%**

2017-18: 0%

**Increase participation rate on parent survey to 73%**

**2018-19: Participation Rate: 25%**

The LCAP input survey for parents sought parental opinion or preferences on funding in a number of areas important for the school. Parents were asked whether the school should increase its funding, decrease its funding or let the funding remain at current levels for the following areas:

1. Hiring or retaining staff to provide small group instruction for students:
2. Hiring or retaining Counseling staff:
3. The purchase of more technology for use in classrooms:
4. NDC School increasing sports activities for students:

For all the areas examined, less than 5 responses were recorded where parents suggested a decrease in funding from current levels.

On the question of hiring more staff to provide small group instruction for students,

- 60% of parents suggested increase in funding.
- 39% were content to have funding levels remain the same.

On the question of hiring or retaining counseling staff,

- 59% of parents wanted to see increased funding.
- 40% were satisfied to let funding remain at current levels.
- 80% supported increased funding to purchase more technology for use in classrooms.
- 8% wanted that funding decreased
- 12% were content to let it remain at current levels.
- 68% want to see the school increase sports activities for their

Expected

Actual

**Increase participation rate on student survey to >90%**

**Increase participation rate on staff survey:**

children.

Parents were also asked to make a priority ordered selection from a list of actions or options the school should prioritize. They chose from the list given below.

- School should buy more recent books for students.
- School should provide more support for Mathematics learning.
- School should provide more support for English Language Arts.
- School should provide more technology in the classrooms.
- School should hire more qualified teachers and reduce number of students per teacher.
- 80% placed their highest priority on the school hiring more qualified teachers to reduce the number of students per teacher.

**2018-19: Participation Rate 85%**

Students were asked to share their perceptions across a range of issues.

- 42% felt the school was welcoming and supportive of them at both the academic and the social emotional level.
- 75% felt the school environment was safe.
- 47% agreed that their teachers had confidence in them and challenged them appropriately.
- 67% felt the school provided them the technology and supplies they needed to succeed.
- 67% felt the school was clean and in good repair.

**2018-19: Participation Rate: 92%**

Teachers and administrative staff discussed and responded to topics and issues germane to the school environment and LCAP priorities in professional development, staff meetings and in a survey administered in March.

Expected

Actual

	<p>In the survey, teachers showed they had a great sense of duty to help their students:</p> <ul style="list-style-type: none"> <li>• 94% said they were available to help students during and after class time.</li> <li>• 69% felt they had adequate common core aligned instructional materials to help their students succeed.</li> </ul> <p>On LCAP priorities, the most favored goal was to support the basics with:</p> <ul style="list-style-type: none"> <li>• 27% of teachers making it their highest priority.</li> <li>• 21% of teachers agreed efforts to increase student performance on state tests and college and career readiness should be prioritized.</li> </ul> <p>Administrators on the other hand split their highest priority goals between increasing student achievement on state tests and maintaining positive school climate. Each had 30% of administrators claiming it as their highest goal. On areas to increase attention and focus, administrators felt there was a need to improve attendance and encourage school spirit and pride.</p>
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## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b><u>STAFFING, PROGRAMS, STRATEGIES &amp; ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE &amp; ENSURE A SAFE SCHOOL:</u></b>	<b><u>STAFFING, PROGRAMS, STRATEGIES &amp; ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE &amp; ENSURE A SAFE SCHOOL:</u></b>	\$115,000 LCFF Base 2000, 5000	\$185,946 LCFF S & C 2000, 5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>New Designs Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ul style="list-style-type: none"> <li>• The Leadership Team will annually review and revise the Comprehensive School Safety Plan.</li> <li>• The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.</li> <li>• Continue to implement character education program in Advisory course.</li> <li>• Implement Spirit Days to improve school climate and culture building: Host Pep Rallies for sports/athletics; etc.</li> <li>• Administer annual <b>staff and student survey</b>.</li> </ul> <p>In order to improve school safety, surveillance cameras were installed and are monitored by the <b>Safety &amp; Culture Coordinator</b> who is in charge of school's supervision, student behavior issues, fire drills, and first aide. Our school also employs an <b>Assistant campus Aide</b>.</p>	<p>New Designs Charter School implemented the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ul style="list-style-type: none"> <li>• The Leadership Team reviewed and revised the Comprehensive School Safety Plan. This included <b>CPR Training, Health screenings for students, purchase of emergency and first aid supplies</b>.</li> <li>• Schoolwide training of the School Safety Plan, and monthly drills took place.</li> <li>• Implemented Spirit Days to improve school climate and culture building: Host Pep Rallies for sports/athletics; etc.</li> <li>• <b>Staff, student and parent surveys</b> were administered.</li> </ul> <p>In order to improve school safety, <b>surveillance cameras</b> were installed and are monitored by the <b>Safety &amp; Culture Coordinator</b> who is in charge of school's supervision, student behavior issues, fire drills, and first aid, including <b>Campus Aides (2)</b>.</p>		



## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b></p> <p>At New Designs Charter School, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> <li>• School Site Council (SSC)</li> <li>• English Language Advisory Committee (ELAC)</li> </ul>	<p><b><u>METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:</u></b></p> <p>In order to promote and elicit parent input in decision-making, New Designs Charter School, hosted at least (4) SSC and ELAC Committee meetings.</p> <p>This year, New Designs Charter School adhered to AB716, therefore the school's LCAP served as its SPSA. The SSC and ELAC reviewed, discussed and approved LCAP actions/services, including the CSI Plan. This served as an opportunity for parents, community members, staff, and students to provide input on schoolwide student programs and the allocation of Title I funds.</p>	<p>\$100 LCFF Base 4000</p>	<p>\$250 LCFF Base 4000</p>



### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION:</u></b></p> <p>New Designs Charter School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.</p> <p>The <b>Community Outreach/Recruitment Coordinator</b> will facilitate the following:</p> <ul style="list-style-type: none"> <li>• <b>Coffee with the Principal</b></li> <li>• <b>Parent workshops:</b> <ul style="list-style-type: none"> <li>○ Launching of Engineering Career Pathways</li> <li>○ Naviance/Family connection-related parent trainings</li> <li>○ FOCUS Student Information System</li> <li>○ WASC Development and Input on the Reports</li> <li>○ SBAC, AP, SAT, and ACT Assessments</li> <li>○ Tablet Program for High School</li> </ul> </li> <li>• Host school Functions which include but not limited to: Hispanic Heritage</li> </ul>	<p><b><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION:</u></b></p> <p>New Designs Charter School provided all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.</p> <p>The <b>Community Outreach/Recruitment Coordinator</b> facilitated the following:</p> <ul style="list-style-type: none"> <li>• <b>Coffee with the Principal</b></li> <li>• <b>Parent workshops:</b> <ul style="list-style-type: none"> <li>○ CAASPP</li> <li>○ Naviance &amp; Family Connections- led by Counselor</li> <li>○ Understanding modifications and accommodations for SWD.</li> <li>○ Table program for HS</li> </ul> </li> <li>• Host school Functions which include but not limited to: Hispanic Heritage Month; Black History Month; Cinco de Mayo</li> <li>• Parent/teacher Conferences</li> <li>• Host Parent Orientation at the</li> </ul>	<p>\$26,000.00</p> <p>LCFF Base</p> <p>2000, 5000</p>	<p>\$6,500</p> <p>LCFF S &amp; C</p> <p>2000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Month; Black History Month; Cinco de Mayo</p> <ul style="list-style-type: none"> <li>• Parent/teacher Conferences</li> <li>• Host Parent Orientation at the beginning of the academic year</li> <li>• Communicate with families on upcoming events, committee meetings, etc.</li> <li>• Promote volunteer program</li> <li>• Host parent/student orientation</li> <li>• Provide translation services</li> <li>• Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.</li> <li>• Translation services will be provided</li> <li>• Administer <b>parent surveys</b>.</li> </ul>	<p>beginning of the academic year</p> <ul style="list-style-type: none"> <li>• Communicate with families on upcoming events, committee meetings, etc.</li> <li>• Host parent/student orientation</li> <li>• Provide translation services</li> <li>• Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.</li> <li>• Spanish interpreter services were provided for all schoolwide and parent events, and upon request.</li> <li>• Administer parent surveys.</li> </ul>		

# Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented with fidelity to accomplish Goal #1.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Actions were effective in creating a safer school environment as evidenced by responses in the student survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures include:  
- Action 1: additional Campus Aide was added for additional security and supervision; in addition to the purchase and installation of surveillance cameras. There were also supplies purchased for the emergency and first aid kits/packs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

New Designs Charter School has engaged and involved stakeholders in the 2018-19 LCAP Annual Update, and development of the 2019-20 LCAP Goals, Actions & Services. The school's Administrative Team met with school staff (including teachers, SPED Teachers, EL Specialist, Paraprofessionals, classified), parents (including SSC & ELAC), students and school committees to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth as well as maximizing resource allocation.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
September 9, 2018	Staff/Students	Suicide Awareness, bullying and safe school climate	Assembly
October 16, 2018	Staff	LCAP Priorities and Goals	Staff Meeting
October 23, 2018	Parents/Staff	LCAP Priorities and Goals	School Site Council (SSC)
January 16, 2019	Staff	Student Achievement: CAASPP Preps & Internal Benchmarks	Staff Meeting
February 20, 2019	Parents/Staff	Single Plan for Student Achievement	ELAC
March 6, 2019	Staff	Student achievement: Focus on English Learners and Students with Disabilities	Staff Meeting
March 21, 2019	Parents/Staff	English Learners progress - needs assessments	ELAC
April 4, 2019	Parents/Staff	LCAP benchmarks	School Site Council (SSC)
April 12, 2019	Admin Staff	LCAP plan updates	Staff Meeting
April 21, 2019	Teachers, Students and Parents	School Climate/LCAP Priorities Surveys	Surveys
May 14, 2019	Staff/Parents	LCAP plan summaries	School Site Council (SSC)

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

New Designs utilized a variety of ways to inform, educate, involve, and engage its stakeholders. Stakeholders included parents, teachers, other school personnel, community members and students. The main vehicles for parental awareness (education) and involvement were the English Learners Advisory Committee (ELAC), School Site Council (SSC), Coffee with the Principal, information relayed through school Newsletter, flyers and a survey administered in March and April. Teachers and staff also had opportunities for involvement and engagement through inclusion of topics specific to the LCAP in their regular staff meetings as well as an occasional LCAP related topic during staff development. An LCAP survey was administered for teachers and administrators in early March. The survey focused on school environment, curriculum, professional development, technology acquisition and use, and the priorities New Designs should focus on. A connectedness survey was administered to students in early March to gauge their perceptions on curriculum, college preparedness, campus safety and cleanliness and support for academic and social wellbeing.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 1

**Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SST to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the school's mission and goals.**

### State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7

Local Priorities: 7

### Identified Need:

There is a need to analyze, and disaggregate student achievement data to inform instruction and academic interventions; improve high school graduation rates, reduce high school dropout rates; and improve the percentage of students prepared for college as measured by EAP results (ELA & Math).

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Annual Growth on ELA CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8</b>	-16.9 points below DFS	-9.6 points below DFS	-4.6 points below DFS	+3 points above DFS
<b>Annual Growth on Math CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8</b>	-60.8 points below DFS	-65 points below DFS	-60 points below DFS	-50 points below DFS
<b>% of students who meet UC A-G</b>	100%	100%	100%	100%
<b>Increase % of students who complete CTE Pathway by 2% annually</b>	100%	61.4%	63.4%	65.4%
<b>% of EL who progress in English proficiency as measured by CELDT/ELPAC.</b>	Baseline	33.7% ELPAC	35% ELPAC	37% ELPAC
<b>EL Reclassification Rate</b>	3%	13.7% CELDT	26.2% ELPAC	27.2% ELPAC
<b>Increase % of students that pass AP exams with a score of 3+ by 1% annually:</b>	8%	43%	44%	45%
<b>% of Grade 11 students who are “Prepared” as measured by ELA EAP.</b>	4%	13%	14%	15%
<b>% of Grade 11 students who are “Prepared” as measured by Math EAP.</b>	2%	11%	12%	13%
<b>Maintain attendance rate &gt;95%:</b>	97%	94%	>95%	>95%
<b>Annually decrease Chronic Absenteeism rates by 1%:</b>	7.2%%	8.8%	7.8%	6.8%
<b>Decrease Middle School dropout rates: &lt;1%</b>	0.2%	0.4%	<1%	<1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Decrease High School dropout rates: by 1%</b>	0.6%	18.6%	17.6%	16.6%
<b>Increase High School graduation rates by 1%.</b>	95%	81.4%	82.4%	83.4%
<b>% of students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study:</b>	100%	100%	100%	100%
<b>CA Science Test (CAST): Grade 7</b>	N/A	N/A	Results pending: Baseline	Will establish annual growth target once baseline results are reported.
<b>CA Science Test (CAST): Grade 9</b>	N/A	N/A	Results pending: Baseline	Will establish annual growth target once baseline results are reported.



## Planned Actions / Services

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFF TO SUPPORT SCHOOL'S BASE PROGRAM**

**STAFF TO SUPPORT SCHOOL'S PROGRAM**

New Designs Charter School will employ a total

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

New Design Charter School will employ **27 appropriately credentialed teachers** and a **School Director/Principal** as part of the school's base program

of **29 teachers** that are appropriately credentialed and assigned, and a **Principal**.

Our school will be situated across 2 sites:

- Site 1: Adams (Gr 6 only)
- Site 2: UP Site (Gr. 7-12)

New Designs Charter School provides all students with a longer school day, longer school year that exceed CA State requirements as outlined in the following chart:

INSTRUCTIONAL MINUTES/DAYS			
	DAYS	6-8	9-12
CA REQUIREMENT	175	54,000	64,800
NEW DESIGNS	180	67,200	67,200
DIFFERENCE	+5	+13,200	+2,400

New Designs Charter School provides all students with 180 days of instruction that includes: 13,200 additional instructional minutes for grades 6-8; and 2,400 for grades 9-12 that exceed the CA state requirement.

## Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$2,784,708

\$2,248,226

Year	2017-18	2018-19	2019-20
Source		LCFF Base	LCFF Base
Budget Reference		1000, 2000, 3000	1000, 2000, 3000

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:

LAUSD: Option 2

### STAFFING, SERVICES & PROGRAM TO SERVICE SWD:

LAUSD is New Design Charter School's SELPA Provider (Option 2). The School Site Leadership

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

New Design's SPED Team: will provide instructional and social emotional supports as outlined in the student's IEP. Our staffing will include but is not limited to:

- **2 RSP Teachers**
- **4 Instructional Assistants**
- **Contracted services: Psychologist, PT/OT, etc.**

Team will collaborate with the resource team in developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, **staffing and contracted services**. New Design Charter School's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.

New Design Charter School's School Site Leadership Team and RSP Teachers will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$295,802	\$858,973
Source		SPED	Base: \$187,990 SPED: \$670,983
Budget Reference		5800	1000, 2000

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### ASSESSMENTS

New Designs Charter School staff will implement multiple types of assessments, in order to monitor each student's: academic

### ASSESSMENTS

New Design Charter School staff will implement multiple types of assessments in order to monitor each student's academic progress; identify their strengths and needs in

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- Interim Comprehensive Assessments (ICA)
- Interim Assessment Blocks (IAB)
- iReady ELA & Math: Grades 6-8
- **PSAT: Grade 10**
- **SAT/ACT: Grade 11**
- **Illuminate Benchmark Assessments**

In addition, New Designs Charter School will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 6-8, 11 (EAP)
- CA Science Test: Grades 8 & HS
- Physical Fitness Test (PFT): Gr. 7 & 9

order to modify instruction; and identify the type of academic intervention needed.

- Interim Comprehensive Assessments (ICA)
- Interim Assessment Blocks (IAB)
- iReady ELA & Math: Grades 6-8
- **PSAT: Grade 10**
- **SAT/ACT: Grade 11**
- **PowerSchool Assessments and SIS**

In addition, New Designs Charter School will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Gr. 6-8, 11
- CA Science Test: Grades 8 & HS
- Physical Fitness Test (PFT): Gr. 7 & 9

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$15,000	\$69,478
Source		LCFF Base	LCFF Base \$1,949



Year	2017-18	2018-19	2019-20
			Title – 1 \$67,529
Budget Reference		4000	4000

-

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

New Designs Charter School academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students. The **Instructional Coach's**, primary role is to provide all teachers with instructional coaching on the use of various pedagogical strategies including differentiation and using data to inform instruction. All teachers are observed and provided feedback on a weekly basis to ensure strategies taught during professional development are implemented in the classroom.

During the instructional day, our middle school students will be enrolled in **ACE**, a 1-hour ELA and 1-hour Math intervention course, taught by a credentialed teacher, and **(2) Intervention Assistants**. Students will have access to the following intervention programs:

- **iReady (subscription):** Grades 6-8
- **Achieve 3000**
- **Study Island (subscription):** Grades 6-12
- **Edge curriculum: HS**
- **CyberHigh Online Credit Recovery**

New Designs Charter School academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students.

The **Instructional Coach's**, primary role is to provide all teachers with instructional coaching on the use of various pedagogical strategies including differentiation and using data to inform instruction. All teachers are observed and provided feedback on a weekly basis to ensure strategies taught during professional development are implemented in the classroom.

The ACE Program for Middle School students will provide:

- 1.5 hours ELA Intervention daily
- 1.5 hours Math Intervention daily
- **(2) Intervention Teachers (ELA & Math)**

Students will have access to the following intervention programs:

- **iReady Reading/Math: Gr. 6-8**
- **Achieve 3000**

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

**Program (licenses)** for credit deficient students.

- **Intersession:** (winter) for middle school students who are credit deficient

New Designs Charter School will provide an **Extended Learning Academy** that provides struggling students with tutoring before and after school. **Saturday Academy** provides targeted academic support for 4 hours in ELA and Math.

All students will be enrolled in an **Advisory Course**:

- For MS: provides students with study and test taking skills, Habits of Mind, Individualized Learning Plan, IAB/ICA, and develop learning goals
- For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance/family connections, etc.

All incoming **6<sup>th</sup> and 9<sup>th</sup> grade students** will participate in **Summer Bridge Program** where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic

- **Study Island:** Gr. 6-12
- **CyberHigh Online Credit Recovery Program (licenses)** for credit deficient students.
- **After-school tutoring program** for middle school students who are credit deficient.
- **Summer program:** MS/HS - credit recovery, and AP
- **Extended Learning Academy:** includes before, after and Saturday school) - to assist with assignment
- **Saturday School** - every other week 4 hours (tutoring) Math and ELA

All incoming **6<sup>th</sup> and 9<sup>th</sup> grade students** will participate in the **Summer Bridge Program** where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will need at the start of the school year.	need at the start of the school year.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$180,000	\$491,113
Source		LCFF S&C	LCFF S&C \$140,852 Title – I \$350,261
Budget Reference		2000, 4000	2000,4000

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL**

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL**

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

### **SUPPORT/INTERVENTION:**

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of Positive Behavior Intervention Support (PBIS), an alternatives to suspension to improve school climate, behavior, and reduce suspension rates. We are currently researching various types of **social-emotional universal screeners** for adoption.

The **Assistant Principal of the Middle School** is in charge of School Safety, truancy, chronic absenteeism, PBIS, Alternatives to Suspension, and Restorative Justice.

The **(2) Deans (MS/HS)** are in charge of School Safety, truancy, chronic absenteeism, Alternatives to Suspension. The **(2) Counselors (MS/HS)** will provide academic, and social/emotional counseling.

New Designs Charter School has adopted LAUSD's PBIS Program and the school's PBIS team receives ongoing training.

### **SUPPORT/INTERVENTION:**

Upon a review and analysis of multiple types of data including student profile data, discussions with teachers, students and parents, New Designs Charter School has implemented a comprehensive suite of services principally directed towards our unduplicated students.

The **Assistant Principal of the Middle School** will focus on: School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice.

The **High School Dean** will focus on School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice.

The **(2) Counselors (MS/HS)** will provide academic, and social/emotional counseling; and implement/deliver the SEL Curricular focus for Advisory.

The **Advisory curriculum** will be revised and all students will be enrolled in an Advisory course.

- For MS: provides students with study

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

The school's character education program is embedded in the Advisory course. **A thousand joys** will provide trauma informed practices training for students and staff.

- and test taking skills, Habits of Mind, Individualized Learning Plan, IAB/ICA, and develop learning goals & SEL Curriculum
- For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance and family connections, with a focus on SEL Curriculum.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$330,000	\$357,708
Source		LCFF S&C	LCFF S&C
Budget Reference		1000, 2000	1000, 2000



## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**COURSE ACCESS & COLLEGE/CAREER  
READINESS:**

In order to prepare all students for the careers

**COURSE ACCESS & COLLEGE/CAREER  
READINESS:**

In order to prepare all students for the careers

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:

- Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits.
- MS Electives: Technology, ACE
- UC A-G Approved Courses
- AP Courses (AP Fee waivers)
- CTE Pathway Courses: **Law & Diplomacy; Information Technology; Finance Academy; Medical Science & Engineering**

In addition, our school will provide students with field trips to colleges/universities, college fairs, **SAT/ACT prep workshops** and tutoring for high school students and purchase subscription/license for Naviance.

New Designs Charter School will offer CAASPP Academy at Radisson Hotel, which provides 2-day test reviews for MS and grade 11 students.

of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:

- Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits.
- UC A-G Approved Courses
- AP Courses (AP Fee waivers)
- CTE Pathway Courses: **Law & Diplomacy; Information Technology; Finance Academy; Medical Science & Engineering**
- Partnership with LA Trade Tech to teach/offer CTE Courses – **Medical Technology**
- **SAT/ACT Workshops**
- **Naviance Career Planning**
- **CAASPP Test Prep Academy:** for students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$211, 068	\$630,541
Source		LCFF S&C	LCFF S&C
Budget Reference		2000	2000

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### FACILITIES

The following actions are essential in order to provide all students, and staff with a safe,

### FACILITIES

The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

clean, and well maintained school site:

- Facility Site (leasing costs)
- Provide maintenance and repairs to ensure a clean and safe facility.
- Annually complete a Facility Inspection Tool (FIT) Report
- Installation of security cameras, metal detectors, fencing to increase security schoolwide since it detrimentally impacted student attendance in the 2017-18 school year.

- **Facility Site (leasing costs)**
- Provide **maintenance and repairs** to ensure a clean and safe facility including **janitorial services**.
- Administer annual FIT report

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,400,000	\$2,143,680
Source		SB740, LCFF Base	SB740, LCFF Base
Budget Reference		4000, 5000	4000, 5000

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 2

**Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.**

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 8

Local Priorities: 1, 2

### Identified Need:

There is a need to improve the quality and delivery of instruction to include differentiation in order to engage students, improve student academic outcomes. There is a need to ensure all teachers are appropriately credentialed and assigned. There is a need for the Physical Education department to improve student performance on the Physical Fitness Test (Fitnessgram) annually.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers who are appropriately credentialed and assigned: 100%	100%	100%	100%	100%
% of students with access to standards-aligned	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																																								
instructional materials																																																																												
Facility Inspection Tool (FIT) Score: Good or Exemplary	Good	Good	Good	Good																																																																								
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	Baseline	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2017-18</th></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>3</td></tr><tr><td>MATH</td><td>4</td></tr><tr><td>NGSS</td><td>4</td></tr><tr><td>HISTORY</td><td>4</td></tr><tr><td>CTE</td><td>4</td></tr><tr><td>HEALTH</td><td>4</td></tr><tr><td>PHYSICAL ED.</td><td>4</td></tr><tr><td>VAPA</td><td>3</td></tr><tr><td>WORLD LANG.</td><td>4</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2017-18	ELA	4	ELD	3	MATH	4	NGSS	4	HISTORY	4	CTE	4	HEALTH	4	PHYSICAL ED.	4	VAPA	3	WORLD LANG.	4	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2018-19</th></tr><tr><td>ELA</td><td>3</td></tr><tr><td>ELD</td><td>2</td></tr><tr><td>MATH</td><td>2</td></tr><tr><td>NGSS</td><td>1</td></tr><tr><td>HISTORY</td><td>1</td></tr><tr><td>CTE</td><td>2</td></tr><tr><td>HEALTH</td><td>4</td></tr><tr><td>PHYSICAL ED.</td><td>3</td></tr><tr><td>VAPA</td><td>4</td></tr><tr><td>WORLD LANG.</td><td>4</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2018-19	ELA	3	ELD	2	MATH	2	NGSS	1	HISTORY	1	CTE	2	HEALTH	4	PHYSICAL ED.	3	VAPA	4	WORLD LANG.	4	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2019-20</th></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>3</td></tr><tr><td>MATH</td><td>3</td></tr><tr><td>NGSS</td><td>3</td></tr><tr><td>HISTORY</td><td>3</td></tr><tr><td>CTE</td><td>2</td></tr><tr><td>HEALTH</td><td>4</td></tr><tr><td>PHYSICAL ED.</td><td>3</td></tr><tr><td>VAPA</td><td>4</td></tr><tr><td>WORLD LANG.</td><td>4</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	4	ELD	3	MATH	3	NGSS	3	HISTORY	3	CTE	2	HEALTH	4	PHYSICAL ED.	3	VAPA	4	WORLD LANG.	4
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Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT.	38.2%	Not reported	40%	45%																																																																								
Increase % of Grade 9 students who meet all 6 areas in the HFZ on the PFT.	46.2%	28%	35%	40%																																																																								

## Planned Actions / Services

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT



## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

New Designs Charter School will provide all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Topics of focus will include:

- Marzano observation DQ2, DQ9
- Use of Academic Language
- Classroom Management
- Interim Assessment (IAB's)
- Use of technology in the classroom
- Diversity and Inclusion
- Using and applying the Renaissance and Data Directives
- Data Driven Instruction: Analyzing Student's Data for instruction
- Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction
- Universal Design for Learning: Differentiated Instruction
- Use of Differentiated Instruction, Activities and the use of Centers
- Teacher Collaboration: Examining Student work to inform instruction.

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- Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction
- Universal Design for Learning: Differentiated Instruction
- Use of Differentiated Instruction, Activities and the use of Centers
- Teacher Collaboration: Examining Student work to inform instruction.
- **Social Emotional Learning Curriculum**
- **Math Coach (LACOE) (Title II)** to collaborate and coach all math teachers
- **SPED Training:** Modifications &

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	In addition, our teachers will receive 6 days of summer professional development; 4 non-instructional days during the academic year; and biweekly during the academic year.	<p>accommodations</p> <ul style="list-style-type: none"> <li>• <b>Principal coaching: LACOE (Title II)</b></li> </ul> <p>New Designs Charter School's also provides its staff with additional professional learning through off-site workshops, conferences which include:</p> <ul style="list-style-type: none"> <li>• <b>Springboard ELA &amp; Math</b></li> <li>• <b>AP Summer Institute</b></li> <li>• <b>iReady ELA/Math</b></li> <li>• <b>CAASPP Institute</b></li> <li>• <b>ELPAC Institute</b></li> <li>• <b>PowerSchool</b></li> </ul>

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$82,655	\$26,145
Source		LCFF S&C	LCFF S&C \$ 4,095 Title II \$22,050
Budget Reference		5000	5000

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### ELD PROGRAM

New Designs Charter School will adhere to its EL Master Plan. Our teachers will utilize Achieve 3000 during designated ELD, and

### STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:

New Design Charter School will adhere to the school's EL Master Plan. The **ELD Coordinator**

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	intervention. The <b>EL Coordinator</b> and <b>EL Coordinator Assistant</b> will administer the ELPAC assessment, and provide targeted instruction for EL. Teachers will use Springboard ELD Component curriculum.	will coach teachers on ELD standards, teach Designated ELD, and provide small group instruction for EL (push-in, pull out). The <b>EL Coordinator Assistant</b> will administer the ELPAC assessment and provide targeted support and intervention. Teachers will use Springboard ELD Curriculum.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$129,500	\$135,157
Source		LCFF S&C	LCFF S&C
Budget Reference		1000, 2000	1000, 2000

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### CORE CURRICULUM TO BE PURCHASED

Every student has access to standards-aligned curriculum. New Designs Charter School will purchase the following core curriculum and/or

### CORE CURRICULUM TO BE PURCHASED

Every student has access to standards-aligned curriculum. New Designs Charter School will purchase the following core curriculum and/or

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	instructional materials: <ul style="list-style-type: none"> <li>• Springboard consumables for MS in ELA and Math</li> </ul>	instructional materials: <ul style="list-style-type: none"> <li>• Springboard consumables for MS in ELA and Math</li> <li>• Science curriculum</li> <li>• History Curriculum</li> </ul>

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$27,725	\$96,180
Source		LCFF Base	LCFF Base
Budget Reference		4000	4000

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### TECHNOLOGY

New Designs Charter School has successfully implemented a 1:1 student to device ratio, and

### TECHNOLOGY

New Designs Charter School has successfully implemented a 1:1 student to device ratio, and

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

teachers utilize Google Apps for Education (GAPE). Annually, the Informational Technology Coordinator and IT Assistant will conduct a needs assessment based on staff and student needs, and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to:

- Chromebooks (replacement) & Mobile cart
- Projectors
- Desktop computers
- Headsets/head phones
- Tablets for grade 11
- IT equipment

teachers utilize Google Apps for Education (GAPE). Annually, the **Informational Technology Coordinator** and **IT Assistant** will conduct needs assessment based on staff and student needs, and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to:

- Chromebooks (replacement) & Charging cart
- Promethean Boards
- Head sets
- Wi-Fi Internet costs

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$165,421	161,500
Source		LCFF S&C	LCFF S&C
Budget Reference		4000	4000



## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:**

In order to provide students with relevant

This action has been eliminated and combined with Goal 3, Action 1.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ul style="list-style-type: none"> <li>• <b>Field trips aligned to the content</b></li> <li>• <b>Student Council for MS/HS</b></li> <li>• <b>CIF Sports Program: Led by the Athletics Director</b> - Basketball, Track, Volleyball, Football, Soccer, &amp; Softball.</li> <li>• <b>Clubs/Organizations:</b> Debate, robotics, cheer</li> <li>• <b>Learning Celebrations</b> which include- Student of the Week; Student of the Month; Honors Induction Ceremony and End of the Year Celebration</li> </ul>	

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$31,675	N/A
Source		LCFF Base	
Budget Reference		5000	

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

### Goal 3

**Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment.**

**State and/or Local Priorities addressed by this goal:**

State Priorities: 3, 6

Local Priorities: 3, 6

**Identified Need:**

There is a need to engage parents through communication and education to improve student academic outcomes, and improve schoolwide culture and safety.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making will include parents of unduplicated students and students with disabilities.	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities:	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Maintain suspension rates: &lt;2%</b>	0.1%	<2%	<2%	<2%
<b>Maintain expulsion rates: &lt;1%</b>	0%	<1%	<1%	<1%
<b>Increase participation rate on parent survey:</b>	Baseline	72% (438 parents)	25%	35%
<b>Increase participation rate on student survey:</b>	Baseline	91% (Grades 6-12)	85%	90%
<b>Increase participation rate on staff survey:</b>	NR	NR	92%	>90%

## Planned Actions / Services

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, PROGRAMS, STRATEGIES &

STAFFING, PROGRAMS, STRATEGIES &

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

### **ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:**

New Designs Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- The Leadership Team will annually review and revise the Comprehensive School Safety Plan.
- The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
- Continue to implement character education program in Advisory course.
- Implement Spirit Days to improve school climate and culture building: Host Pep Rallies for sports/athletics; etc.
- Administer annual **staff and student survey**.

In order to improve school safety, surveillance cameras were installed and are monitored by the **Safety & Culture Coordinator** who is in charge of school's supervision, student behavior issues, fire drills, and first aide. Our school also employs an **Assistant campus Aide**.

### **ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:**

New Designs Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming, engaging, and positive learning community.

- The **Safety & Culture Coordinator** will annually review and revise the Comprehensive School Safety Plan, train staff, administer monthly drills.
- Our Security and campus aides (3) will provide supervision on school premises throughout the instructional day.
- **Security cameras/surveillance** at the Adams site.
- **Host Field Trips** that provide experiential learning opportunities
- **Host Clubs & Organizations:** Debate, robotics & cheer
- **Learning Celebrations:** recognizing Student of the week.
- **Student Council for MS/HS**
- **CIF Sports Program: Led by the Athletics Director** - Basketball, Track, Volleyball, Football, Soccer, & Softball. (GPA Requirement 2.5, chronically absent)
- Launching PBIS Kick-off - Year 1 Implementation bring parents, community, teachers, students and staff - learn about

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		PBIS, expectations for students and parents • <b>Administer Panorama</b> Parent, student and staff surveys.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$115,000	\$344,905
Source		LCFF Base	LCFF S&C
Budget Reference		2000, 5000	2000, 4000

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### PARENT INPUT IN DECISION-MAKING

At New Designs Charter School, parent input in decision-making will take place through the following:

### METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:

In order to promote and elicit parent input in decision-making, New Designs Charter School will host and facilitate SSC Meetings during the



#### 2017-18 Actions/Services

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#### 2018-19 Actions/Services

<ul style="list-style-type: none"> <li>• School Site Council (SSC)</li> <li>• English Language Advisory Committee (ELAC)</li> </ul>
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#### 2019-20 Actions/Services

<p>school year with annual elections to include parents, staff, students, and teachers.</p> <p>New Designs Charter School will continue to adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA).</p> <p>During the school year SSC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title I Funds.</p>
---

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$100	\$0
Source		LCFF Base	
Budget Reference		4000	

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:**

**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:**

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

New Designs Charter School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

The **Community Outreach/Recruitment Coordinator** will facilitate the following:

- **Coffee with the Principal**
- **Parent workshops:**
  - Launching of Engineering Career Pathways
  - Naviance/Family connection-related parent trainings
  - FOCUS Student Information System
  - WASC Development and Input on the Reports
  - SBAC, AP, SAT, and ACT Assessments
  - Tablet Program for High School
- Host school Functions which include but not limited to: Hispanic Heritage Month; Black History Month; Cinco de Mayo
- Parent/teacher Conferences
- Host Parent Orientation at the beginning of the academic year
- Communicate with families on

The **Community Outreach/Recruitment Coordinator** will facilitate the following:

- **Coffee with the Principal**
- **Parent workshops:**
  - Launching PBIS Implementation
  - Naviance/Family connection-related parent trainings
  - PowerSchool Student Information System
  - WASC Development and Input on the Reports
  - SBAC, AP, SAT, and ACT Assessments
- Host school Functions which include but not limited to: Hispanic Heritage Month; Black History Month; Cinco de Mayo
- Parent/teacher Conferences: Gr 6-12
- Host Parent Orientation at the beginning of the academic year
- Communicate with families on upcoming events, committee meetings, etc.
- Promote volunteer program
- Host parent/student orientation
- Provide translation services
- Issue invitations to families for school-wide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>upcoming events, committee meetings, etc.</p> <ul style="list-style-type: none"> <li>• Promote volunteer program</li> <li>• Host parent/student orientation</li> <li>• Provide translation services</li> <li>• Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.</li> <li>• Translation services will be provided</li> <li>• Administer <b>parent surveys</b>.</li> </ul>	

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$26,000	\$6,825
Source		LCFF Base	LCFF Base
Budget Reference		2000, 5000	2000, 5000

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 3,050,804	21%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

**2019-20**

The following improved actions and services are principally directed towards unduplicated pupils and funding using Supplemental & Concentration Funds:

- **Goal 1, Action 4:** Academic Interventions program: Achieve 3000, Study Island, and After-school tutoring
- **Goal 1, Action 5:** The **Assistant Principal of the Middle School** will focus on: School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice. The **High School Dean** will focus on School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice. The **(2) Counselors (MS/HS)** will provide academic, and social/emotional counseling; and implement/deliver the SEL Curricular focus for Advisory. The **Advisory curriculum** will be revised and all students will be enrolled in an Advisory course.

- **Goal 1, Action 6**: College/Career Readiness: In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include: AP Examinations (fee waiver); CTE Pathway course: Law & Diplomacy, Information Technology: Finance Academy; Medical Science & Engineering; Partnership with LA Trade Tech to provide Medical Technology course; SAT/ACT Workshops; Naviance Career Planning; and CAASPP Test Prep Academy.

- **Goal 2, Action 1**: Professional Development: Workshops on Springboard ELA & Math; AP Summer Institute; iReady ELA/Math, CAASPP Institute, ELPAC Institute; and PowerSchool.

- **Goal 2, Action 2**: New Design Charter School will adhere to the school's EL Master Plan. The **ELD Coordinator** will coach teachers on ELD standards, teach Designated ELD, and provide small group instruction for EL (push-in, pull out). The **EL Coordinator Assistant** will administer the ELPAC assessment and provide targeted support and intervention. Teachers will use Springboard ELD Curriculum.

- **Goal 2, Action 4**: Technology purchases to ensure 1:1 student to device ratio; and equip classrooms with Promethean Boards.

- **Goal 3, Action 1**: Safety & Culture Coordinator in charge of ensuring a safe school environment for all students and staff; Security and campus aides; security cameras and surveillance, CIF Sports Program that has a GPA requirement; and students cannot be chronically absent – in order to meet the school's mission and vision, and CA Dashboard.

### **2018-19:**

New Designs Charter School serves a high percentage of unduplicated pupils and a significant at-risk student population and community. Throughout this LCAP, our actions and services were developed based on findings from our student achievement data, CA Dashboard findings, Annual Measurable Outcomes, feedback from stakeholders and the needs of the students we serve.

New Designs Charter School will principally direct Supplemental & Concentration funds towards Unduplicated Pupils/Students as identified in the following actions:

- **Goal 1, Action 4: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

New Designs Charter School academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students. The Instructional Coach's, primary role is to provide all teachers with instructional coaching on the use of various pedagogical strategies including differentiation and using data to inform instruction. All teachers are observed and provided feedback on a weekly basis to ensure strategies taught during professional development are implemented in the classroom.

During the instructional day, our middle school students will be enrolled in ACE, a 1-hour ELA and 1-hour Math intervention course, taught by a credentialed teacher, and (2) Intervention Assistants. Students will have access to the following intervention programs: iReady, Achieve 3000 subscription, Study Island subscription, Edge Curriculum, Cyber High online credit recovery, Winter intersession for middle school students.

All students will be enrolled in an Advisory Course:

- For MS: provides students with study and test taking skills, Habits of Mind, Individualized Learning Plan, IAB/ICA, and develop learning goals
- For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance/family connections, etc.

New Designs Charter School will provide an Extended Learning Academy that provides struggling students with tutoring before and after school. Saturday Academy provides targeted academic support for 4 hours in ELA and Math.

All incoming 6<sup>th</sup> and 9<sup>th</sup> grade students will participate in Summer Bridge Program where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will need at the start of the school year.

#### **Goal 1, Action 5: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:**

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of Positive Behavior Intervention Support (PBIS), an alternatives to suspension to improve school climate, behavior, and reduce suspension rates. We are currently researching various types of social-emotional universal screeners for adoption.

The Assistant Principal of the Middle School is in charge of School Safety, truancy, chronic absenteeism, PBIS, Alternatives to Suspension, and Restorative Justice.

The (2) Deans (MS/HS) are in charge of School Safety, truancy, chronic absenteeism, Alternatives to Suspension. The (2) Counselors (MS/HS) will provide academic, and social/emotional counseling.

New Designs Charter School has adopted LAUSD's PBIS Program and the school's PBIS team receives ongoing training.

The school's character education program is embedded in the Advisory course. A thousand joys will provide trauma informed practices training for students and staff.

#### **Goal 1, Action 6: COURSE ACCESS & COLLEGE/CAREER READINESS:**

In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects, which includes:

- PE with a nutrition component to improve student performance on PFT and support healthy eating habits.
- CTE Pathways: Law & Diplomacy; Information Technology; Finance Academy; Medical Science & Engineering
- AP Courses & fee waivers
- MS: Electives: Technology, ACE

In addition, our school will provide students with field trips to colleges/universities, college fairs, SAT/ACT prep workshops and tutoring for high school students and purchase subscription/license for Naviance.

New Designs Charter School will offer CAASPP Academy at Radisson Hotel, which provides 2-day test reviews for MS and grade 11 students.

#### **Goal 2, Action 1: PROFESSIONAL DEVELOPMENT**

##### **PROFESSIONAL DEVELOPMENT**

New Designs Charter School will provide all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Topics of focus will include:

- Marzano observation DQ2, DQ9
- Use of Academic Language
- Classroom Management
- Interim Assessment (IAB's)
- Use of technology in the classroom
- Diversity and Inclusion



- Using and applying the Renaissance and Data Directives
- Data Driven Instruction: Analyzing Student's Data for instruction
- Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction
- Universal Design for Learning: Differentiated Instruction
- Use of Differentiated Instruction, Activities and the use of Centers
- Teacher Collaboration: Examining Student work to inform instruction.

In addition, our teachers will receive 6 days of summer professional development; 4 non-instructional days during the academic year; and biweekly during the academic year

### **Goal 2, Action 2: ELD PROGRAM**

New Designs Charter School will adhere to its EL Master Plan. Our teachers will utilize Achieve 3000 during designated ELD, and intervention. The EL Coordinator and EL Coordinator Assistant will administer the ELPAC assessment, and provide targeted instruction for EL. Teachers will use Springboard ELD Component curriculum.

### **Goal 2, Action 4: TECHNOLOGY**

New Designs Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Informational Technology Coordinator and IT Assistant will conduct a needs assessment based on staff and student needs, and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to: Chromebooks (replacement), headsets, tablets for grade 11, Projectors and Chromebooks charging carts.

### **2017-18**

New Designs has an abiding commitment to provide its students with an effective high quality core instructional program. The LCFF and the California Education Code dictates that schools provide unduplicated students with increased or improved services that are above and beyond services provided to all students within a specific school year. These services are in proportion to increased supplemental funding. Our school has identified some areas of need within our unduplicated student population (English Learners, low income, small number of Foster Youth and students with disabilities). This plan will provide an estimated supplemental and concentration grant funding amounting to \$1,233,606 for services for these unduplicated students. The Minimum Proportionality Percentage (MPP) is 16.73%.

Funds and programs are principally targeted at unduplicated students in the specific ways and programs listed below:

- a) Professional development for teachers focused on collaboration, achievement data analysis (assessments), and instructional planning for targeted students.
- b) Push-in and pull-out models for service delivery for primary language support and specialized instruction for students with disabilities.
- c) Instructional strategies designed to meet the needs of targeted student populations.
- d) Access to computers during and after school hours.
- e) Before and After School programs for help with homework and other school related aspects.
- f) Online learning and content knowledge review accessibility (Study Island).
- g) At-Risk Counselling and programs (Thousand Joys).
- h) Effective use of technology in the classroom for teaching and learning.
- i) Tutors and coaches.
- j) Increased parental engagement efforts.

New Designs will continue to increase and improve services to its unduplicated student population. Improvements will focus more on ensuring that the targeted student population is reached and that effects of services provided are appropriately assessed.

# **Local Control Funding Formula (LCFF) Budget Overview for Parents Template**

Developed by the California Department of Education, December 2018

## LCFF Budget Overview for Parents: Data Input

<b>Local Educational Agency (LEA) name:</b>	New Designs Charter School
<b>CDS code:</b>	19-64733-0102541
<b>LEA contact information:</b>	Samuel Kyerematen, Director of Business Services 213-.926.0358. samuel.kyerematen@newdesignscharter.net
<b>Coming LCAP Year:</b>	2019-20
<b>Current LCAP Year</b>	2018-19

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2019-20 LCAP Year</b>		<b>Amount</b>
Total LCFF funds	\$	11,888,590
LCFF supplemental & concentration grants	\$	3,050,804
All other state funds	\$	2,350,234
All local funds	\$	106,450
All federal funds	\$	1,745,449
<b>Total Projected Revenue</b>	<b>\$</b>	<b>16,090,723</b>

<b>Total Budgeted Expenditures for the 2019-20 LCAP Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	15,455,654
Total Budgeted Expenditures in LCAP	\$	7,570,427
Total Budgeted Expenditures for High Needs Students in LCAP	\$	3,050,804
<b>Expenditures not in the LCAP</b>	<b>\$</b>	<b>7,885,227</b>

<b>Expenditures for High Needs Students in the 2018-19 LCAP Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,363,836
Estimated Actual Expenditures for High Needs Students in LCAP	\$	2,363,854

Required Prompt(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.
A prompt may display based on information provided in the Data Input tab.
A prompt may display based on information provided in the Data Input tab.

Response(s)

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.

[Respond to the prompt here; if there is no prompt a response is not required.]

[Respond to the prompt here; if there is no prompt a response is not required.]

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Designs Charter School

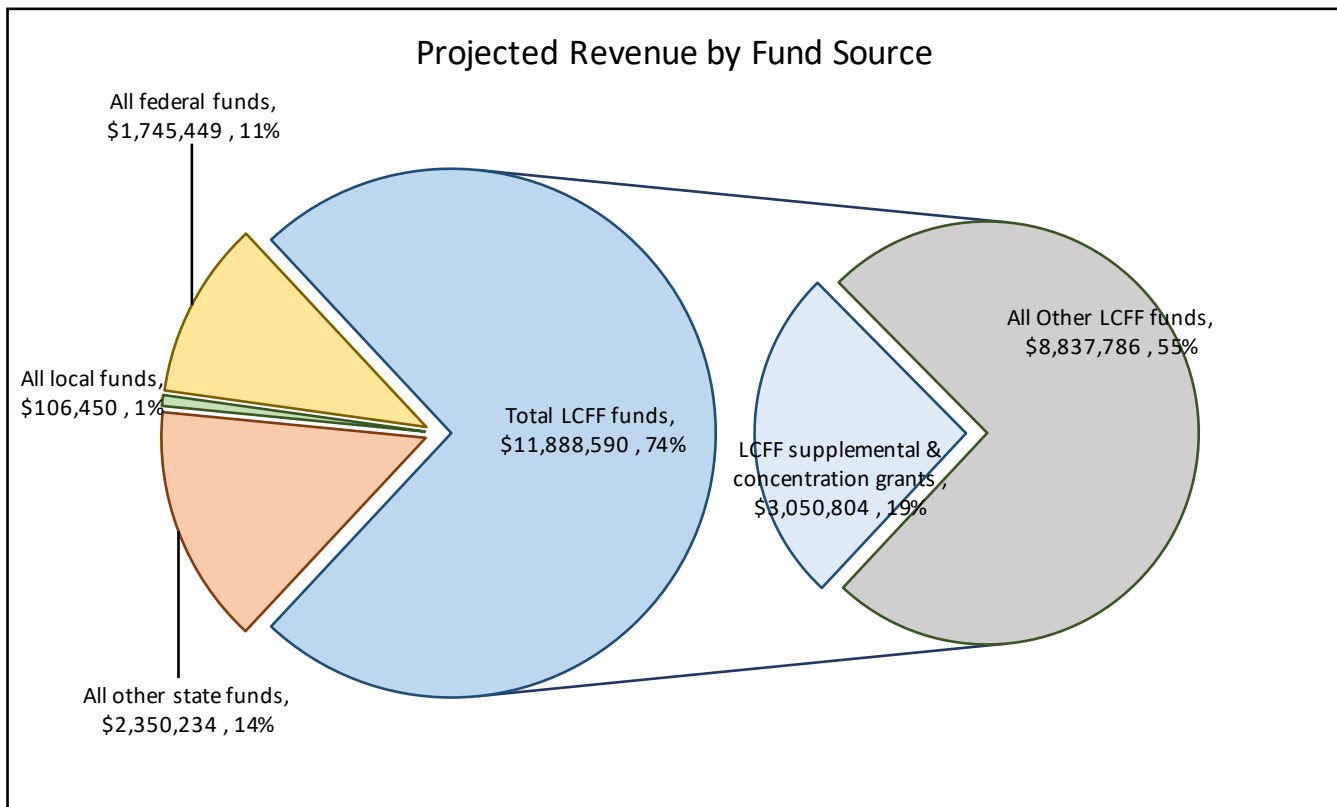
CDS Code: 19-64733-0102541

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Samuel Kyerematen, Director of Business Services 213-.926.0358. samuel.kyerematen@newdesignscharter.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

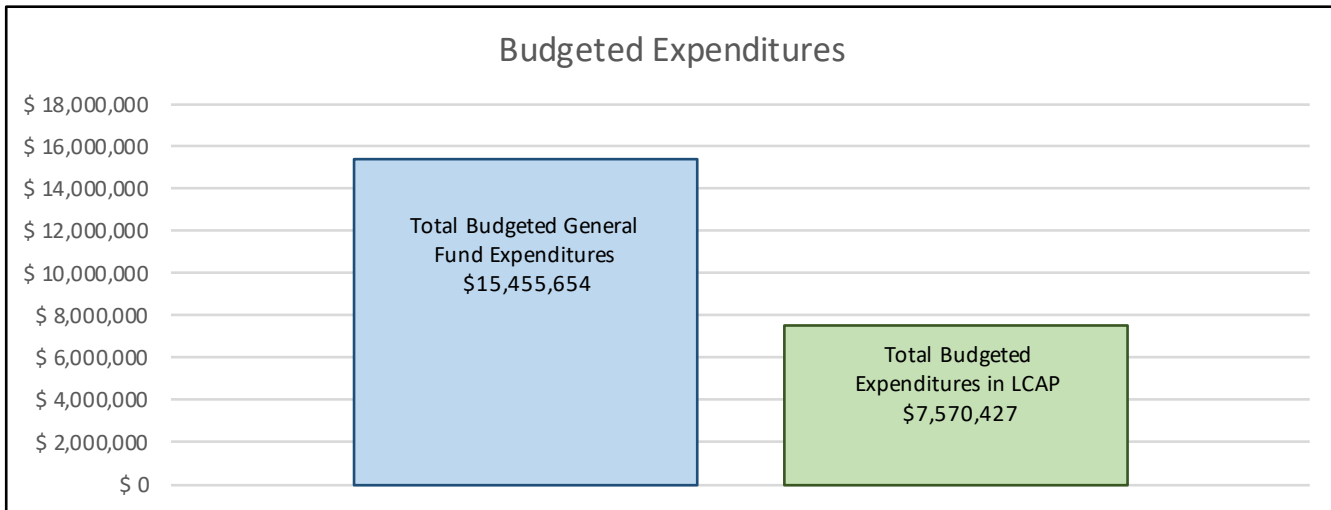


This chart shows the total general purpose revenue New Designs Charter School expects to receive in the coming year from all sources.

The total revenue projected for New Designs Charter School is \$16,090,723.00, of which \$11,888,590.00 is Local Control Funding Formula (LCFF), \$2,350,234.00 is other state funds, \$106,450.00 is local funds, and \$1,745,449.00 is federal funds. Of the \$11,888,590.00 in LCFF Funds, \$3,050,804.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much New Designs Charter School plans to spend for 2019-20 and shows how much of the total is tied to planned actions and services in the LCAP.

New Designs Charter School plans to spend \$15,455,654.00 for the 2019-20 school year. Of that amount, \$7,570,427.00 is tied to actions/services in the LCAP and \$7,885,227.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.

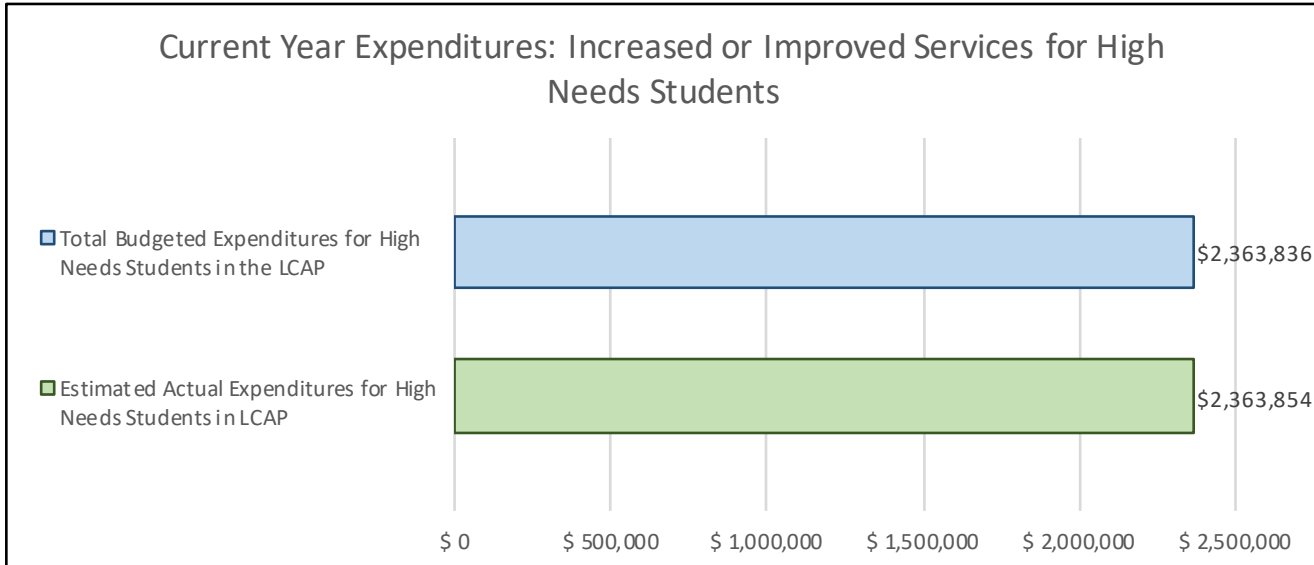
## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, New Designs Charter School is projecting it will receive \$3,050,804.00 based on the enrollment of foster youth, English learner, and low-income students. New Designs Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, New Designs Charter School plans to spend \$3,050,804.00 on actions to meet this requirement.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what New Designs Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what New Designs Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, New Designs Charter School's LCAP budgeted \$2,363,836.00 for planned actions to increase or improve services for high needs students. New Designs Charter School estimates that it will actually spend \$2,363,854.00 for actions to increase or improve services for high needs students in 2018-19.

# LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

**\*NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

## **Data Input Tab**

### **LEA Information (rows 1-3)**

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

### **Identify the Applicable LCAP Year**

- **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.
- **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

### **Projected General Fund Revenue for the Coming LCAP Year**

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations Title 5 (5 CCR)* Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.
- **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01 Column F, row A.5 (Total Revenues).

# LCFF Budget Overview for Parents Data Entry Instructions

## **Total Budgeted Expenditures for the Coming LCAP Year**

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on planned actions and services to meet the goals included in the LCAP for the coming LCAP year.
- **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

## **Expenditures for High Needs Students in the Current LCAP Year**

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.
- **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified as contribute to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

## **Narrative Responses Tab**

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

- **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budgeted Expenditures for the LCAP year that are not included in the LCAP.
- **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the planned actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.
- **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.